

Name: \_\_\_\_\_



## **First Grade Homework Room 6 & 18**

Week of: May 5, 2014

**Return on: May 9, 2014**

**\* The spelling test is on Friday, May 9**

### **Instructions:**

1. Read daily for at least 15 minutes and complete the attached reading log. Work on the other attached worksheets. Complete at least one math, one Language Arts, and one Chinese page each day.
2. Please have an adult check your work, and have them help you correct any errors.
3. Turn in completed packet on **Friday**.

My child has completed all of the assigned homework and we have reviewed it together.

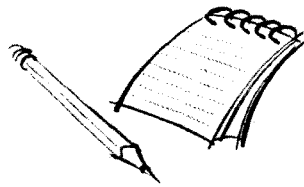
Parent Signature: \_\_\_\_\_

**\*Room 6 :**

English spelling test: Every Friday or the last day of the week

Chinese word test: Every Monday or the first day of the week

***First Grade Spelling Words***  
***Theme 6 Week 4***

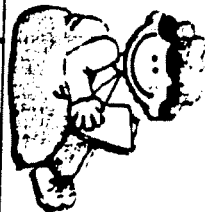


1. jumping
2. looking
3. waiting
4. stopping
5. running
6. planning
7. dentist
8. lion
9. before
10. been

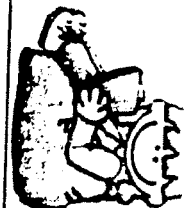
**Challenge words:**  
**hiding      coming**


# Reading Log

One upon  
a time



Please read with your child for 15 minutes each day



Thursday	Wednesday	Tuesday	Monday	Sample
<div>Book Title</div> <div>Minutes</div> <div> <input type="checkbox"/>                     Adult Signature                 </div>	<div>Book Title</div> <div>Minutes</div> <div> <input type="checkbox"/>                     Adult Signature                 </div>	<div>Book Title</div> <div>Minutes</div> <div> <input type="checkbox"/>                     Adult Signature                 </div>	<div>Book Title</div> <div>Minutes</div> <div> <input type="checkbox"/>                     Adult Signature                 </div>	<div>                      My Friend Rabbit                 </div> <div>15</div> <div> <input type="checkbox"/>                     Adult Signature                 </div>



## Spelling Homework

Write your spelling words three times each.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Write your spelling words in ABC order:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**As I read, I will pay attention to the patterns in the story.**

Grandpa said, "Dale, would you help me plant a garden?"  
10 "Sure," said Dale. "Are we going to plant flowers?"  
19 "No, we're going to plant vegetables," said Grandpa.  
27 "Peas and tomatoes?" asked Dale.  
32 "Yes," said Grandpa, "and much more. In the first row,  
42 we'll plant squash and kale."  
47 "What's kale?" asked Dale.  
51 "It's a kind of cabbage," said Grandpa. "In the second row,  
62 we'll plant beans and parsnips."  
67 "What are parsnips?" asked Dale.  
72 "They are vegetables that look like white carrots," said  
81 Grandpa. "In the third row, we'll plant pumpkins  
89 and eggplant." 91

Please practice reading this fluency passage daily. The goal is to be able to read it smoothly without errors. If it is difficult, master a sentence a day. If it has become easy, just read it once through and then read a book of your choice. This can help count toward the 15 minutes of reading each day.

My child has read this passage each day.

Parent signature \_\_\_\_\_



Name \_\_\_\_\_

**Read the clues. Use words in the box to complete the puzzle.**

predict

warm

cold

extreme

great

their

sound

**Across**

2. to tell what the weather will be

5. very good

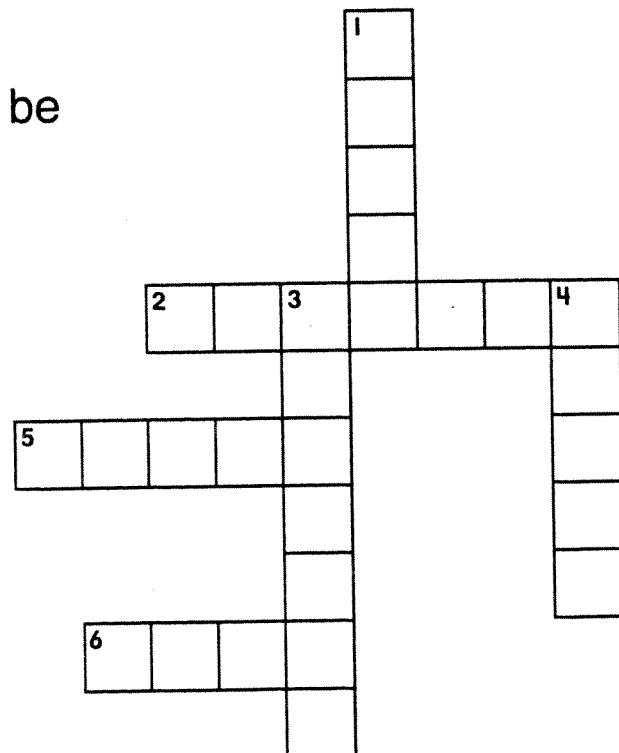
6. when it is more hot than cold out

**Down**

1. you hear the \_\_\_\_\_ of the wind

3. very bad weather

4. belongs to others



**Now fill in the last sentence.**

7. We put on coats and hats when it is \_\_\_\_\_ out.

Name \_\_\_\_\_

Comprehension:  
Compare and Contrast**Read the story. Fill in the chart.**

Jan and Jay are in the same class at school. They have the same backpacks, too. Jan's jacket is red with white dots. Jay's jacket is red, but it has no dots on it.

After school, Jan and Jay walk their dogs in the rain. Jan's dog is big and tan. Jay's dog is small and black. Jan's dog is old. Jay's dog is a puppy.

**Compare Jan and Jay. How are they alike?**

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**Contrast Jan and Jay. How are they different?**

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Name \_\_\_\_\_

Words that have the same or almost the same meaning are called **synonyms**.

**Synonyms:**    smile            grin  
                     shine            glow

Words that have opposite meanings are called **antonyms**.

**Antonyms:**    new            old  
                     up            down

**Read each row of words.**

**Circle the two words that are synonyms.**

- |          |        |      |        |
|----------|--------|------|--------|
| 1. kind  | happen | nice | ground |
| 2. tiny  | plant  | big  | little |
| 3. happy | glad   | mean | grow   |

**Circle the two words that are antonyms.**

- |        |        |         |       |
|--------|--------|---------|-------|
| 4. dig | before | after   | from  |
| 5. all | seeds  | nothing | great |
| 6. wet | care   | again   | dry   |

**To the Teacher:** Have children complete the page independently.  
Then have children generate sentences with the target skill.



Name \_\_\_\_\_

hail ball out shine flake rain light in

**A. Use the words in the box to complete the compound words.**

1. sun shine

2. snow \_\_\_\_\_

sun \_\_\_\_\_

snow \_\_\_\_\_

3. \_\_\_\_\_ door

4. \_\_\_\_\_ storm

\_\_\_\_\_ door

\_\_\_\_\_ storm

**B. Write two sentences using compound words from above.**

5. \_\_\_\_\_

6. \_\_\_\_\_

Name \_\_\_\_\_

Spelling

r-controlled Vowels: or

Look at each set of words.

One word in each set is spelled correctly.

Use a pencil to fill in the circle in front of that word.

Sample A is done for you.

Sample A:

☐ A. aam

☐ B. arm

☐ C. armm

1. ☐ A. corn

☐ B. corn

☐ C. korn

2. ☐ A. born

☐ B. bonn

☐ C. boren

3. ☐ A. spoert

☐ B. spart

☐ C. sport

4. ☐ A. pork

☐ B. porke

☐ C. porrk

5. ☐ A. honn

☐ B. hornn

☐ C. horn

6. ☐ A. kork

☐ B. cork

☐ C. corkk

7. ☐ A. thonn

☐ B. thoren

☐ C. thorn

8. ☐ A. fork

☐ B. forrk

☐ C. forkk

Name \_\_\_\_\_

Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms.

Choose a synonym from the box for the underlined word. Write the synonym on the line.

award      begin      act      contest      smart

1. Jessica has a clever puppy.

2. The puppy likes to perform.

3. They will start practicing tomorrow.

4. The puppy was the best act in the

competition.

5. The puppy won a prize.



Name \_\_\_\_\_

**A. Read about books. Find the book title. Write C above the title if it is written correctly. Write NC if it is not correct.**

1. The book jack and the beanstalk is about Jack and a tiny seed that grows into a big plant. Jack is a good boy. But bad things happen when Jack goes up the tall plant.
2. I am reading Pick, pull, snap! It tells how to grow the plants shown in the book.
3. I liked the book Planting a Rainbow. The art in it is beautiful. Now I know how to help plants grow.

**B. Write the wrong titles correctly on the lines.**

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**To the Teacher:** Have children complete the page independently.  
Ask children to add to the passage on a separate piece of paper.

Name \_\_\_\_\_

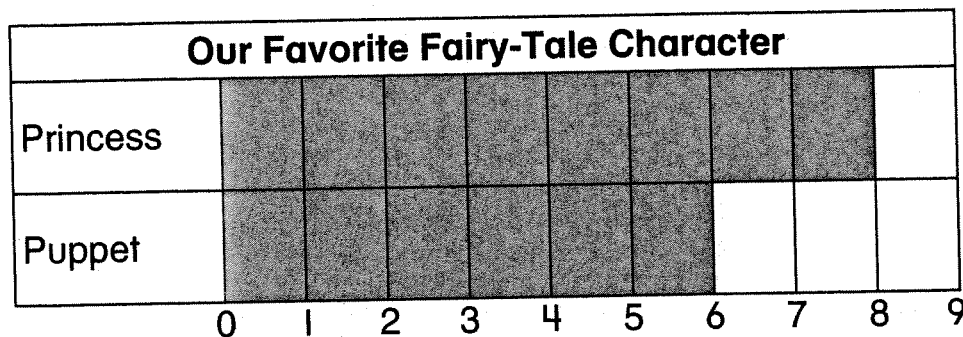
Reteaching

**17-8**

# Problem Solving: Making a Graph

Each square that is colored gray equals 1 child's selection.

Name of  
Fairy-Tale  
Characters



Number of selections

Look at the number of squares colored for the princess.

How many squares are colored? 8

Look at the number of squares colored for the puppet.

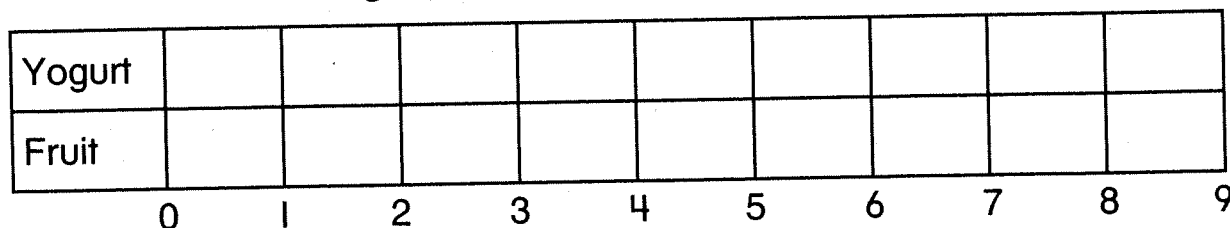
How many squares are colored? 6

Circle the favorite fairy-tale character of the children.

Princess

Puppet

1. Ask your classmates to select their favorite snack.  
Color to make a bar graph. Then answer the questions.



2. Which snack is the favorite? \_\_\_\_\_

3. How many children selected fruit? \_\_\_\_\_

Name \_\_\_\_\_

Practice

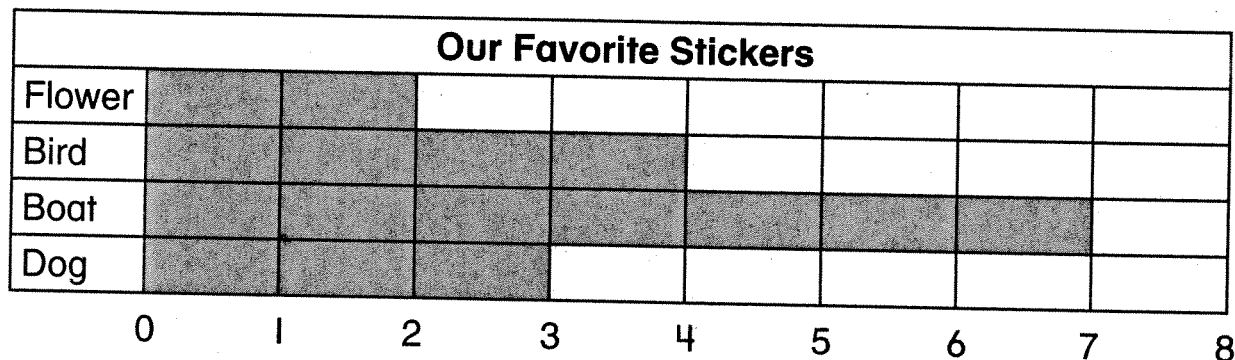
**17-8**

## Problem Solving: Making a Graph

The chart shows what kinds of stickers the children like.

Make a bar graph to answer the questions.

Favorite Stickers		
	Flower	2
	Bird	4
	Boat	7
	Dog	3



- Which sticker do children like the most? \_\_\_\_\_
- Which sticker do children like the least? \_\_\_\_\_

## Number Sense

- Which of the following shows the stickers in order from most favorite to least favorite?

☐ dog, boat, bird, flower

☐ flower, bird, boat, dog

☐ flower, dog, bird, boat

☐ boat, bird, dog, flower

Name \_\_\_\_\_

Reteaching

**16-4**

## Problem Solving: Use Objects

Sarah picked 9 flowers.  
Then she picked 5 more.

You can use counters to model the addition. Then you can complete the story.

How many flowers did she pick in all? \_\_\_\_\_

14



These counters are the 9 flowers Sarah picked.



These counters are the 5 flowers Sarah picked.



Put the counters together. Sarah picked 14 flowers.

$$9 + 5 = \underline{14}$$

Use counters to model the addition.  
Complete the story.

1.  $6 + 6 = 12$

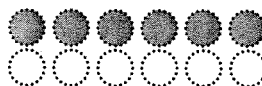
Malik ate 6 crackers.



Then he ate \_\_\_\_\_ more crackers.



How many crackers did Malik eat in all? \_\_\_\_\_



# Problem Solving: Use Objects

Write a story or draw a picture for each number sentence.

1.  $12 - 5 = 7$

.....

2.  $13 - 8 = 5$

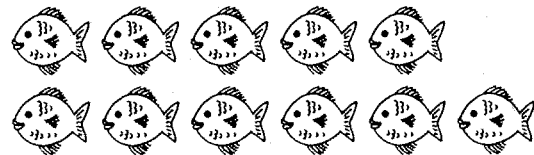
.....

3.  $7 + 9 = 16$

.....

## Number Sense

4. Which number sentence matches the story and drawing?  
Hoshi caught 5 fish.  
Then Hoshi caught 6 more fish.  
She caught 11 fish in all.



☐  $6 - 5 = 1$

☐  $5 + 5 = 10$

☐  $11 - 6 = 5$

☐  $5 + 6 = 11$



Name \_\_\_\_\_

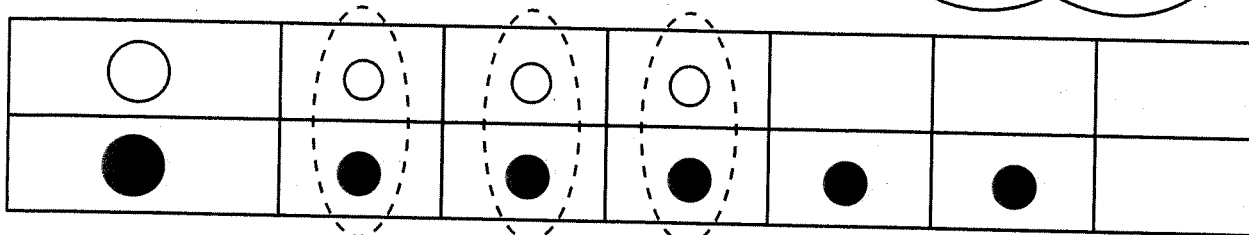
Reteaching

17-1

# Using Data from Real Graphs

You can use real objects to make a graph by arranging the objects in rows and columns.

This is a real-object graph because the counters are real objects.



Circle each pair of counters in the graph.



Is there the same number of colors? yes ☒ no ☐

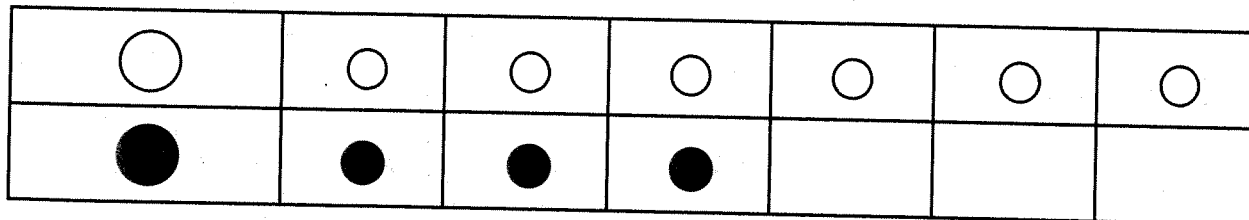
Which color has more?

☒ black

☐ white

How many counters do not have a partner? 2

I. Circle the correct answers. Write the number.



Is there the same number of colors? yes ☐ no ☐

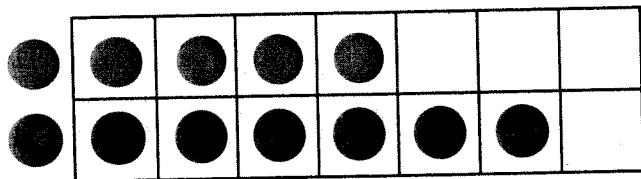
Which color has more? ☐ black ☐ white

How many counters do not have a partner? \_\_\_\_\_

# Using Data from Real Graphs

Look at the graph.

Circle the correct answers. Write the number.



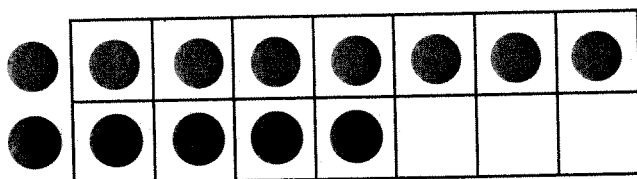
1. Is there the same number of colored counters?

yes                  no

2. Which color has more?

gray                  black

3. How many counters do not have a partner?
- \_\_\_\_\_



4. Is there the same number of colored counters?

yes                  no

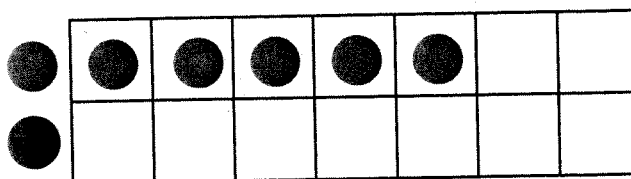
5. Which color has more?

gray                  black

6. How many counters do not have a partner? \_\_\_\_\_

## Journal

7. Draw black counters on the graph so 1 black counter does not have a partner.



名字: \_\_\_\_\_

<p>chī                      eat</p> <p>吃</p> <p>丨 ㄣ ㄣ ㄣ ㄣ 吃</p>		<p>de                      wǒ de 我的 (my)</p> <p>的</p> <p>’ 丨 丨 丨 丨 丨 的 的</p>	

名字: \_\_\_\_\_

吃

丨 ㄣ ㄣ ㄣ ㄣ 吃

的

' 丨 丨 丨 丨 丨 的 的


名字: \_\_\_\_\_

<p>hěn                      very</p> <p>很</p> <p>' 个 个 个 个 个 个 很 很</p> <p>很</p>	<p>duō                      much; many</p> <p>多</p> <p>' 个 个 个 个 个 多 多 多</p>

名字: \_\_\_\_\_

<h1>很</h1> <p>' 夕 彳 彳 彳 彳 很 很</p> <p>很</p>		<h1>多</h1> <p>' 夕 夕 夕 夕 多 多</p>	

dentist

tion

before

been

c w

hiding

coming

u

jumping

looking

waiting

stopping

running

planning